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STATE EMPLOYMENT AGENCIES FOR TEACHERS

The following item taken from the *Alabama School Progress* indicates the development in that state of the state employment agency for teachers:

Of the 275 persons who have enrolled in the Teachers' Placement Bureau to date, 135 have notified the secretary of the bureau of their acceptance of positions for which recommended. Since members have not always been careful to send in this notification, it is altogether probable that the number of placements actually made goes somewhat beyond this figure.

While it is not easy to estimate the value of this service to teachers and boards of education, it is, nevertheless, safe to state that a similar service rendered by commercial agencies would have cost the 135 teachers assisted about \$7,000. This estimate is based on the usual commission of 5 per cent of the first year's salary. Since most of the positions filled were either administrative or secondary, the average salary was certainly not less than \$1,000.

The organization of the Teachers' Placement Bureau, which was authorized by an act of the 1919 legislature, was undertaken early this year. After making a careful inquiry into the organization and conduct of similar bureaus in the several departments of education of states which have undertaken this type of service and those of higher institutions of learning which maintain appointment committees, a system of records was devised by the secretary of placement, and announcement made that the Bureau was ready to function for teachers and employing authorities.

While Alabama is among the first states of the Union to undertake the work of placement as an organized function of the State Department of Education, the organization and the conduct of the Bureau thus far have demonstrated the wisdom of the legislative act providing for this type of service. For many years the Department of Education had been called upon to assist in securing suitable teachers, and the establishment of a placement division through the legislative act has been the outgrowth of this practice.

Teachers and superintendents are invited to avail themselves of the facilities provided through this agency for mutual help in finding congenial positions and suitable persons for vacant positions.

The practice of dealing through the state department with the matter of employment of teachers has now been taken up by several states. In California it has been taken up by the State Teachers' Association. There is in all of these moves a clear recognition of the fact that this service cannot be left to the commercial agencies.

It is quite as much a matter of public interest to locate teachers as it is to give them their training in normal schools. In these times when there is an inadequate supply of teachers it is of crucial importance to many communities that they get into communication with teachers who are looking for positions without resorting to the relatively clumsy machinery that is involved if they employ a commercial agency. In fact, the commercial agency may be said to exist because there is a lack of attention on the part of state authorities to this essential phase of school organization.

The commercial agencies have in many instances performed services which justify entirely the charges which they make. Once the matter is organized, however, as an official part of the state school system it ought to be possible in other states to show results, as is now being done in Alabama and the few state departments that have undertaken this important function.

SPECIAL SUPERVISORS AND PRINCIPALS

The problem of relating the work of special supervisors to that of the building principal has always been a serious one. Sometimes the supervisor is treated as an assistant superintendent, superior to the principal and in general charge of the teachers in a building. In other cases the supervisor is regarded merely as a special teacher

who comes into the building under the supervision of the principal to conduct classes in a fashion which shall comport with the general plans for the building laid out by the principal. In either of these cases there is always the possibility of some kind of friction because the teachers are not quite clear as to the functions of the special supervisors.

An effort has been made in the new rules adopted by the Board of Education of Atchison, Kansas, to deal with this problem. A great many principals will feel that the situation set up in Atchison by these new rules does not give due regard to the responsibility of a principal for his building. The fact that the rules were passed indicates clearly enough that the members of that school system are fully aware of the difficulties that arise.

It would be of great interest to school officers to know the practices in different cities and to be able to make comparisons between cities where the method is that of the Atchison schools and others where the principal is in a position of superior authority over the supervisor. The full statement of the Atchison rules is as follows, constituting Division V of the By-Laws, Rules, and Regulations of the Board of Education.

SPECIAL SUPERVISORS

Section 1.—The Superintendent may, with the sanction of the Board, secure and place in charge of the various departments such special supervisors as the best interests of the schools demand. Such supervisors shall be employed in the same manner as other teachers, and their salaries fixed by the Board.

RELATION OF SUPERINTENDENTS

Section 2.—The supervisors shall be directly responsible to the Superintendent, and shall seek to execute his policies concerning classroom instruction and the methods employed therein.

Section 3.—Supervisors shall confer with the Superintendent from time to time in order that plans may be formulated, and shall make reports of work done in the schools at least once each half-year. Special reports on work observed or general conditions shall be made on request from the Superintendent.

Section 4.—All reports made by supervisors concerning work of other teachers shall be treated as strictly confidential and may be used by the Superintendent in making his report to the Board of Education.

RELATION TO TEACHERS

Section 5.—Supervisors are vested with authority to correct, suggest or demonstrate to any teacher for the purpose of improving the quality of work.

Section 6.—Supervisors shall use any of the following methods for improving the quality of teaching:

1. Visits: The supervisor shall observe at least three complete lessons each semester in each room. If this is not completed two weeks before the close of the semester it is the duty of the teacher to notify the supervisor in writing of the fact.

2. Conferences: The supervisor shall hold at least three conferences with each teacher in each semester in order to give constructive criticism. If possible these conferences shall be held at the close of the recitation, but the teacher may be asked to come to the office.

3. Teaching: The supervisor may take a class at any time for a lesson, or series of lessons, for the purpose of demonstration, to gain a knowledge of the condition of the class, or for the purely selfish motive of wanting to teach.

4. Lesson plans: The supervisor may ask for lesson plans and have lessons taught for observation whenever special effort is being made to improve the teaching in any certain subject. Teachers asked to plan and teach such lessons shall be notified at least twenty-four hours in advance.

5. Visits of teachers: Supervisors may arrange to have teachers visit each other for purposes of improvement. The object of the visit shall be clearly explained to both teachers beforehand, and if possible the supervisor shall be present and hold a conference with both teachers at the close of the visit.

6. Meetings: Supervisors shall call group meetings to discuss matters of interest to the whole teaching force or any certain group. Teachers are expected to attend and take part in such meetings provided they are duly notified of such.

RELATION TO PRINCIPALS

Section 7.—Principals shall co-operate with the supervisors in their efforts to improve the quality of instruction. They shall report to the supervisors concerning the instruction observed in order that the supervisor may plan the work more intelligently. The supervisor shall report all visits to the principal before leaving the building.

Section 8.—The supervisors shall co-operate with each other in every way possible in order to unify the work of the schools. They shall help carry out the projects of other departments whenever possible.

CORPORAL PUNISHMENT

The following quotations collected by the *Spokane Daily Chronicle* continue the statement about corporal punishment which

was presented in part in the September issue of the *Elementary School Journal*:

Irwin Esmond, deputy commissioner, New York: While the department of education in this state does not ordinarily interfere with the method used by teachers in disciplining pupils, it has never recommended or encouraged the use of corporal punishment and the commissioner of education has on occasions revoked the licenses of teachers for excessive use of corporal punishment.

W. H. Pittman, chief clerk, North Carolina: The supreme court in North Carolina holds that school teachers stand somewhat in *loco parentis* and are clothed with a reasonable authority for correcting the pupils placed under their charge. A moderate degree of corporal punishment can be inflicted without violation of the law, if it be done so as not to inflict permanent injury nor with any malicious or evil purpose on the part of the teacher.

Minnie J. Neilsen, North Dakota: There is very little whipping done in the schools of this state. The teachers and superintendents have the right to do so, but they use it only as the last resort. In my own fifteen years' experience as a teacher, however, I never whipped a pupil and I believe I was considered a good disciplinarian; so I do not feel that corporal punishment is necessary for disciplining.

Vernon M. Riegel, assistant superintendent, Ohio: We have had so little of corporal punishment in the schools of this state in the past several years that the subject has not been discussed and no particular policies relative thereto have been advocated.

J. A. Churchill, Oregon: The majority of Oregon educational leaders are opposed to whipping as a punishment for misdeeds in school. I am fully in accord with the policy of our leaders and do not believe that it is wise, at any time, to resort to corporal punishment for the purpose of maintaining good discipline. My own experience has been that teachers who have the best of discipline never resort to corporal punishment.

C. D. Koch, Pennsylvania: Corporal punishment is allowed by law in this state. In many sections, however, it is very unpopular. A large number of school leaders today are opposed to corporal punishment, but it does not appear wise to remove from the teacher the privilege of using corporal punishment as a last resort.

Walter E. Ranger, Rhode Island: The best educational opinion is against corporal punishment.

J. W. Swearingen, South Carolina: Whipping is reduced to the lowest possible minimum in our schools. Superintendents, principals, and teachers have authority to whip in their discretion. They are held accountable by public opinion for misjudgment or mistakes. They are responsible before the courts for any abuse of their prerogatives. The rod could be banished from every classroom, but this will be impossible so long as the sole appeal to a few bad boys can be made only through their skin.

Fred L. Shaw, South Dakota: I wish to say that as a policy it is practically obsolete. There is no special law governing the administering of corporal punishment in the public schools, but there is a general statute which exempts corporal punishment from the class of assault and battery, and that action cannot be brought against a teacher who exercises corporal punishment in order to preserve the discipline of the school. However, there are practically no cases of corporal punishment occurring in our state today. My own personal opinion is that it is very seldom necessary to punish a pupil in this manner.

Albert Williams, Tennessee: There is no question, however, that the practice of corporal punishment is fast dying out.

Annie Webb Blanton, Texas: In my opinion, when children are small, it is better to administer corporal punishment, if not too severe, than to exclude them from school. I believe, however, that this method of punishment should never be used for pupils of the upper grades of the high school.

G. N. Child, Utah: The general sentiment in the state is against whipping. School policy is also against it. As a result, whipping of pupils in school occurs rarely. On inquiry I am quite sure that there would be but few educators in the state who would favor corporal punishment as the wisest policy in discipline and control.

M. B. Hillegas, Vermont: Personally, I do not believe in corporal punishment as a desirable means for securing proper discipline. The use of force invariably creates a bad situation in the school and to just that extent the teacher's influence is weakened. The successful teacher always leaves with her pupils the thought of reserved power. The teacher who resorts to corporal punishment has disclosed to her pupils the full extent of her ability and her difficulties are likely to be increased rather than diminished.

Harris Hart, Virginia: My own opinion is that it is not unwise for the general law to permit corporal punishment under proper restrictions, but that the local school regulation should discourage it in every possible way. While I do not believe that whipping should be practiced in the common schools, I would be a little doubtful of the effect if the boys in the schools knew that under no circumstances could they be punished.

M. P. Shawkey, West Virginia: I do not believe much in corporal punishment. However, I do not believe in statutory provisions or any other regulations prohibiting the use of the "hickory and the paddle." We do not have much of this form of punishment in the public schools of our state and there is less of it each year. However, we have a number of cases where such action is taken and which seems to be the best and most effective means of getting good results.

C. P. Cary, Wisconsin: The general trend in the state is to reduce corporal punishment to a minimum, but, in general, it has seemed that forbidding the use of corporal punishment was not altogether desirable.

Katherine A. Morton, Wyoming: We have no law in Wyoming which prohibits corporal punishment of school children. Public sentiment, however,

is against that form of enforcing discipline. The general belief among educators in this state is that a successful teacher does not need to resort to such practices. I hold the same view.

Although only one state carries on its books a law forbidding whipping in the schools, in the twenty-five states that clearly permit the use of the rod, the practice is frowned on by educators.

In the case of many of the twenty-five states that permit corporal punishment there are no laws specifying "corporal punishment" as permissible, but the teacher stands somewhat in *loco parentis* and is clothed with the authority of the parent or guardian to use reasonable punishment in correcting pupils.

A poll of the forty-two states with regard to corporal punishment reveals the following:

Prohibits whipping: New Jersey.

Silent: Maine, Connecticut, Illinois, Delaware, Rhode Island, Wisconsin, Michigan, Louisiana, Tennessee, New Hampshire, New York, New Mexico, Utah, Oregon, and Wyoming.

Permits whipping (by specific provision or court decision): Georgia, Virginia, Maryland, Indiana, Arkansas, Florida, Mississippi, Massachusetts, Pennsylvania, Alabama, Ohio, California, Colorado, Texas, South Carolina, West Virginia, North Carolina, Kentucky, Vermont, Kansas, Iowa, Nebraska, South Dakota, Minnesota, North Dakota.

In states where the state laws permit corporal punishment, opinion against it has become so pronounced in many cities that the municipal authorities have enacted laws forbidding it in the city schools.

IMPROVEMENT OF RURAL SCHOOLS

No outside agency will ever improve the rural school situation unless the communities themselves see the importance of providing better teachers and better equipment for the rural districts. It is fortunate, therefore, that the school people of New York state have succeeded in arousing the interest of the farmers in a type of inquiry which is likely to produce a double effect. Such an inquiry will undoubtedly result in legislation for the improvement of the rural school, but it will also prepare communities to take advantage of this legislation and help themselves in the improvement of conditions.

A full statement of the movement that is under way is taken from the *New York Evening Post*:

NEW YORK'S FARMERS STUDYING SCHOOL

One of the most important educational surveys ever attempted in New York or any other state is just beginning. The survey is to deal with rural

schools, and will be conducted under the direction of the Joint Committee of Twenty-one on Rural Education. The plan, as outlined at a recent meeting of the committee in Syracuse, is "to make a thorough study of all phases of rural education in the state, find out what is now being done in the rural and village schools, what the farm people of the state want in their schools and, as far as possible, decide what kind of schools the country boys and girls should have, and then to take steps to put recommendations for improvement of the schools into effect."

The organization of the Joint Committee on Rural Education came about because of the very general dissatisfaction among farm people with the rural schools and the desire on the part of the State Education Department to have the co-operation of the farmers in improving the educational conditions in the rural communities. "Farmers and educators alike," says the Dairyman's League, "agree that there is opportunity for improvement in rural education. It is agreed that one reason why young people leave the country is the better educational advantages of the city. The problem has been recognized in the past, and efforts have been made to find and agree upon plans for bettering the country schools. Attempts have been made to put plans into effect for improving the schools, but either because these plans were not right or because they were not thoroughly understood they have not succeeded.

"The initiative for this latest movement came from the farmers themselves and from their organizations. After several discussions of the educational problem at Farmers' Week, at Cornell last winter, a suggestion was made that there should be a committee appointed representing both farmers and educators to study the school problem and make suggestions for improvement. The committee on rural education is the result of this suggestion. It is composed of twenty-one members, three of whom were appointed by the New York State Grange, three by the Dairymen's League, three by the State Federation of Farm Bureaus and three by the State Federation of Home Bureaus, making twelve of the twenty-one members direct representatives of farm people. The remainder of the committee is composed of three representatives appointed by the New York State Teachers' Association, three representatives appointed by the New York State Department of Education and three by the Department of Rural Education of the New York State College of Agriculture."

PUBLIC-SCHOOL DEFENSE ASSOCIATION OF SAN FRANCISCO

San Francisco is finally aroused in the matter of its school system. The situation in that city has been for a long time of such a character that the school people of the country have wondered how long it would continue. The school administration of San Francisco has for years been essentially political in its

character and in its motives. Whether or not it has been at the same time corrupt is a matter that can be decided only on examination of the detailed evidences with regard to the operations of this political machinery.

Evidently the Public School Defense Association of San Francisco is of the opinion that corruption has exhibited itself in the administration of the schools. A letter has been addressed to a number of educational authorities of which the following is an extract:

San Francisco needs the help of every American citizen who has the welfare of our public schools at heart.

We are trying to throw off the yoke of autocracy which has been so firmly fastened upon us by local politicians.

You are not asked to subscribe to any statement; all we wish is your judgment based upon the suppositions. It is left to the Association to prove all the inferences.

If you will immediately fill out and return the inclosed questionnaire and possibly find another prominent educator to do the same, you will be performing a deed for which thousands of San Franciscans will thank you.

The questionnaire to which reference is made includes, among other items, the following:

On September 4 His Honor, Mayor James Rolph, Jr., announced on the steps of the City Hall that he would not tolerate politics in the School Department, and in case proof of politics were given to him he would "stamp it out."

The following questionnaire is being sent to several hundred educators hoping by their answers to help define "political" and "professional" as the terms apply to school administrators.

In this inquiry political means that for personal or selfish ends decisions are made which tend to lessen efficiency or professional attitude.

Suppose that teachers are habitually appointed to highly specialized work in a technical school without consultation with the principal and without regard to the service and training of better prepared incumbents.

Is this action political?..... Professional?.....

Suppose a principal is requested to accept equipment which is not up to specifications and only about one-half the value of the contract price.

Is this political?..... Professional?.....

Suppose a principal is urged by the Board of Education to accept Oregon pine furniture when the contract calls for oak and after refusal he is ordered to accept the pine, having also other specifications not fulfilled.

Is this political?..... Professional?.....

Suppose a principal is censured and brought to trial upon charges of suspending pupils without the Board of Education first giving the teachers and the principal a hearing on the specific cases.

Is this political?..... Professional?.....

Suppose a principal is dismissed from the school department for "insubordination" and "evident unfitness for teaching as a principal" when "insubordination" was not mentioned in the charges or at the trial, and when the superintendent at the trial made the forceful statement that the principal "is a fine teacher, an excellent teacher" but "lacked initiative and executive ability."

Is this political?..... Professional?.....

There is little or no machinery provided in our municipal governments for treatment of cases of the sort referred to in this San Francisco inquiry. If the citizens in a given community feel that there are cases of mismanagement in the schools, they are provided with no easy means of securing remedies. Apparently, in most cases, they will have to wait until the situation reaches the point where public opinion is aroused sufficiently to undertake a campaign of the sort represented by this letter. It is a misfortune that there are not some ready means of adjustment.

There ought to be in every state easy access to the state department in appeal from such administration as is described in these hypothetical cases used by the San Francisco committee. The experience of the few states which have opened up this possibility of appeal to the state department has been increasingly satisfactory, especially in cases where the officers of the state department have professional training and are of recognized professional character.

It is to be hoped that the school situation in the great cities of the United States may gradually be brought to an adjustment, and it is a hopeful sign when a community like that of San Francisco reaches the stage where it is no longer willing to tolerate political control of the schools and where it is prepared courageously to raise the question of corruption if such a question needs to be raised.

DETROIT TEACHERS COLLEGE

Detroit has changed the name of its City Normal School to that of Detroit Teachers College. The functions of the new institution have been greatly enlarged and the relation of this

institution to the general supervision of schools has been made much more intimate than it was under the older form of organization.

Mr. S. A. Courtis has been put in charge of the Teachers College and will relate the work of this institution to the general work which he has carried on for a long time of testing the work of the teachers and pupils in the city system.

A full description of the new plan of operation is published in the September issue of the *Detroit Educational Bulletin*. A portion of that statement is as follows:

The activities of Teachers College will be of five marked but related types: (1) supervision and assistance for teachers, principals, supervisors, or administrative officers who are working constructively on school problems; (2) supervision, and training as needed, of probationary teachers (teachers new to the city, cadets, substitutes), and of teachers recommended by principals for further training; (3) training of new teachers; (4) experimentation leading to improved methods of teaching, new courses of study, testing of new plans, new devices, etc.; (5) arrangement and general supervision of institutes, public lectures, etc., of an educational nature. At least a beginning will be made the coming year along all these lines.

For instance, platoon schools and intermediate schools both represent large administrative attempts to adjust the present school organization to a socialized curriculum. Teachers College will gather all that is being done throughout the country along these lines and make it available for the Detroit experiments. It will hold conferences and special classes, and where experiments are carried out under its immediate supervision and direction, will be able to grant credit toward bachelor and higher degrees to those who by their study and creative effort contribute to the educational progress of the city. The amount of constructive work done in Detroit is very great but much of it results in mere local benefit. Teachers College plans to collect and publish from time to time bulletins which will make each item of progress available to all the teachers of the city.

The problem of suitably recognizing exceptional merit and ability in teachers is a difficult one, yet out of a corps of 3,500 teachers, there were 292 who in June were rated by principals as excellent. The new institution is prepared to reward this merit and capitalize it for the city. Upon request from principals, approved by the superintendent, substitutes may be sent to free such teachers for short periods and in small groups for constructive work at the College under supervision on items or lessons of value to all. For instance, the development of a suitable auditorium program for Washington's birthday, a suitable library course for the sixth grade, the management of a school bank on the project basis, are illustrations of the types of contributions which can be made best by the exceptionally able teacher. A slightly different

type of service which Teachers College will render is the special preparation for their new work of teachers who are slated for promotion. The teacher who is to become a first assistant, or an auditorium teacher, or a teacher who enters a special field of work as vocational guidance, can also be sent free for a short period of intensive study both at the College and by observation (under direction) of the work of other teachers.

Progress necessarily implies change and change means readjustment. Some teachers find adjustments of points of view and methods of teaching very difficult to make under the pressure of school work. Many such teachers would be capable of good work if given greater supervision and training for a limited time than they can receive from their principals. A teachers' college means that many such teachers can be given just the assistance they need to save them for the service.

Similarly Teachers College will be of direct and practical benefit to teachers new to the city. Probably the time should never come when all the new positions of the city are filled by graduates of Detroit high schools trained in our city college. Excessive inbreeding is bad. Probably half of the new teachers needed each year come from out of the city. Excellent as these teachers may be, there will always be, nevertheless, many customs and details about work in Detroit which if unknown act as handicaps to successful work. This assistance it will be the duty and privilege of Teachers College to supply. The nature of this work will be much like the supervision of cadets and substitutes during their probationary period and will be handled by the same department.

JUVENILE DELINQUENTS

A statement from *The Churchman* shows an interesting example of progress in the direction of the better treatment of juvenile delinquents. The principle that a child is not to be judged by the criminal laws originally enacted to cover the cases of adults has come to be clearly recognized in many of our states. The adjustments which are permitted in the special courts that have been provided for the treatment of such cases are successful or otherwise in the degree in which the personality of the presiding judge is such as makes him sympathetic and skilful in serving both the interests of society at large and the interests of the individual child.

Evidently society cannot afford to give up its machinery of dealing with young criminals altogether, and this is not the intent of the legislation providing for juvenile courts, but it is equally obvious that the corrective forces of society must be exercised in

this field with unusual skill and tact. The quotation from *The Churchman* is as follows:

Of late years there has been a notable improvement in the method of handling juvenile offenders against the law. It began by a recognition of the fact that to bring children into the sordid atmosphere of the ordinary police court was an unmitigated evil. It placed them in contact with more or less hardened criminals and had a tendency to accentuate any inclination to a career of crime. A remedy was sought in the establishment of children's courts presided over by specially selected magistrates, aided by experienced probation officers. It was a great step forward, but still left something to be desired. An inevitable stigma attached to the formal procedure of an appearance in the juvenile court. If found guilty the best that the offender could hope for was a suspended sentence, and this involved the vigilant supervision of a probation officer whose regular visits to the home advertised the delinquency to the whole neighborhood.

It has been left to Pittsburgh to devise a more perfect and human way of dealing with the problem of youthful offenders against the law. The steel city has established a morals court under the presidency of Mr. Tensard De Wolf, whose prime qualification for the position lies in the fact that he is not a lawyer. The aim of this very informal court is to cure rather than to punish. It recognizes the fact that boys are molded by their environment, and by improving the environment it seeks to improve the boy. Here is a typical case. A boy, smitten with the Wild West fever, has stolen money to buy a gun. "Your hunch was all right, kid," says the judge, "but you took a fool way of getting there. I'm a Wild West man myself, but not your way. I'll show you how to get what you want without raising hell and getting into jail. We'll start something right away."

It is just this kind of human treatment that has won the confidence of the Pittsburgh boys who in their picturesque vernacular declare that this new kind of court is "run by a reg'lar feller dat uses you right," and it accounts for the significant fact that so few return by what is called the "back door," that is through the agency of the police. Judge De Wolf says: "Of the five thousand boys and young men we dealt with the first year, only an insignificant proportion failed to make good, and virtually all of the failures slipped because they were congenitally deficient or because their home surroundings neutralized all that we were able to do for them."

MOVING PICTURES

A number of agencies are very active in calling attention to the importance of moving pictures as devices for instruction in the elementary school. The Bureau of Education has issued a

leaflet in which a summary is given of motion-picture films of educational value which will be furnished to schools by various associations and manufacturing companies. Commissioner Claxton's statement introductory to this leaflet is as follows:

Many industrial and commercial companies in the United States have in their possession valuable moving-picture films, which they are willing to loan to schools, colleges, universities, chambers of commerce, women's clubs, and other organizations for temporary use, requiring that they shall not be exhibited for profit. In the manuscript transmitted herewith Dr. F. W. Reynolds, of the extension division of the University of Utah, and for several months connected with the Educational Extension Division of the Bureau of Education, has prepared an extensive list of such companies and the films which they offer to lend for such use. It is hardly possible to make such a list complete, and if a complete list were made it would soon be very largely out of date. But this list will be very helpful now, and can be revised from time to time as may seem desirable. Information as to other companies offering similar films for such use and as to other films offered by the companies herein listed will be greatly appreciated.

A single example of the type of film thus supplied is given in the following statement which comes from the Ford Motion-Picture Laboratories:

The Ford Motion-Picture Laboratory is engaged in the production of an educational film library, to be known as the "Ford Educational Library," that will provide for the public and private schools and colleges of every nation in the civilized world films distinctly for classroom use in the way that will make them of greatest value and easiest to obtain. By placing at the service of every educational institution a product based on the principles of sound pedagogics and edited by leading professors of the universities of the United States and competent authorities in screen instruction in the schools Henry Ford not only will supply school needs but will fulfil the ambitions of the pioneer professors and instructors, until now seriously handicapped in their efforts to secure films designed by teachers for teachers' use in classroom work. On September 1, the first issue of this Library will be available to every school in the United States. The subject will be specially prepared for use in any classroom by members of the scholastic profession who are experts in their particular line, and the units as arranged will be distributed under a plan that will fully meet all conditions in each school, whether the schools be large or small. The Library will further offer to every university and college in the United States facilities for the production by their own professors of films for world-wide school use in any quantities that may be necessary to meet the constantly increasing demand.

NATURE-STUDY

The nature-study movement in the elementary schools of this country is evidently gaining new momentum in a direction very different from that in which it was pending a few years ago, when it was assumed that it would be very easy to introduce natural science into the grades. The earlier period of this general movement may be described as one of enthusiasm, but little content. It was thought that all that was necessary was to interest teachers in the collecting of scientific material for the use of their pupils. The teachers found it very difficult to get suitable material because, in most cases, their own training was not adequate along scientific lines. Furthermore, the new material that was collected by the teachers had to be tried out, and the experiment became a very difficult and tedious one for the teachers, who were occupied at the same time with the other subjects common in the grades. Indeed, the well-established subjects were so much better organized than the new subject that the whole movement suffered from discouragement and gradual eclipse until it promised to become a conspicuous failure rather than the promising innovation that had been hoped for.

The present stage of this movement can be described as one of careful preparation of much productive material by well-trained specialists in science. One of the best illustrations of this sort of thing is to be found in the work of the Department of Rural Education in the State College of Agriculture at Cornell University in the publication of the *Cornell Rural School Leaflet*.

These leaflets contain interesting reading material prepared in a form which makes it possible to put scientific reading directly into the hands of pupils. There are many illustrations which make the leaflets attractive reading and there are copious references which make it possible for the individual teacher to go far beyond the material actually presented.

These leaflets are prepared under a state appropriation which limits their distribution to the state of New York, but teachers who are interested can undoubtedly make arrangements to secure copies. There ought ultimately to be provision for their wider distribution to all parts of the country.